



Cleveland Elementary

151 Franklin Street
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	447 Students	
Principal	Fredric Logan	864-594-4444
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

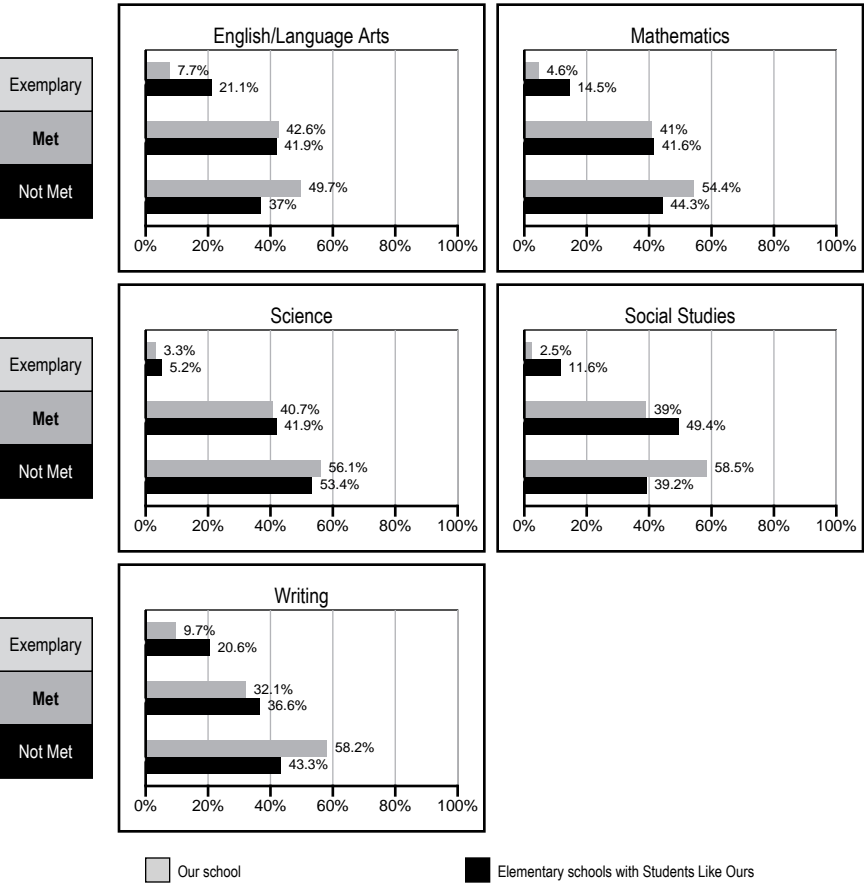
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	51	50	30

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=447)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 2.5%	2.6%	1.9%
Attendance rate	95.0%	Up from 94.8%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Up from 2.7%	2.7%	10.0%
With disabilities other than speech	7.4%	Down from 9.3%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 63.2%	57.0%	59.4%
Continuing contract teachers	68.6%	Up from 57.9%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.7%	Down from 75.2%	81.2%	85.9%
Teacher attendance rate	94.4%	Down from 96.2%	95.2%	95.1%
Average teacher salary*	\$46,683	Up 3.4%	\$45,650	\$47,149
Professional development days/teacher	12.9 days	Up from 9.0 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 16.1 to 1	16.4 to 1	18.8 to 1
Prime instructional time	87.7%	Down from 88.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.7%	Up from 70.2%	100.0%	100.0%
Character development program	Average	Down from Good	Good	Excellent
Dollars spent per pupil**	\$10,311	Up 3.8%	\$8,730	\$7,458
Percent of expenditures for instruction**	62.5%	Down from 64.1%	68.3%	68.8%
Percent of expenditures for teacher salaries**	59.9%	Down from 60.3%	61.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

We are excited about the new initiatives that have been implemented during the 2008-2009 school year. In our efforts toward meeting federal standards for AYP (Adequate Yearly Progress), our school has met 10 of the 15 indicators for our school. Our students' attendance rate is excellent, with a 95.03%. Thirty-three percent of our teachers have advanced degrees.

Our students are now receiving one-on-one tutoring in math on Monday and Wednesday. Sixty Wofford College Students are serving as tutors. Our Homework Center is now serving approximately 125 students. Certified teachers provide direct instruction that focuses on improving reading and math. Test data from MAP testing showed 10% to 20% gains in ELA and math. Our school is now being supported by community partners Spartanburg Regional Healthcare System, Wofford College, and USC-Upstate. Our science program has been restructured and includes a state-of-the-art science lab, a science storage facility, and assistance to teachers in meeting state standards with "hands on" learning experiences for students. For the first time this year, our students had the opportunity to participate in Camp Invention, a summer program of the National Inventors Hall of Fame Foundation. Our PTO has been restructured to provide every parent the opportunity to work directly with the principal and other parents at each grade level.

The International Studies Academy is in its second year of operation. Students engaged in video teleconferencing with students from Rietondale Elementary School in Pretoria, South Africa.

Barriers to student achievement will continue to be addressed through professional learning community concepts, differentiated instruction, and educational school partnerships.

Dr. Audrey T. Grant, Principal
Mr. Robert Porter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	38	28
Percent satisfied with learning environment	78.6%	71.1%	65.4%
Percent satisfied with social and physical environment	85.7%	71.1%	74.1%
Percent satisfied with school-home relations	38.1%	89.5%	77.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
---------------------------	----

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	222	99.6	49.5	42.9	7.7	63.8	79.2	82.8	Yes	Yes
Gender										
Male	100	100	58	35.2	6.8	59.1	75.5	79.3	N/A	N/A
Female	122	99.2	42.6	49.1	8.3	67.6	83.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	90.2	89.5	I/S	I/S
African American	204	100	50.3	41.6	8.1	63.2	71.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	82.5	I/S	I/S
Disability Status										
Disabled	39	100	75	21.9	3.1	31.3	37.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	99.5	49.7	42.9	7.4	64	71.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	222	99.6	54.1	41.3	4.6	57.7	75.2	78.9	No	Yes
Gender										
Male	100	100	60.2	36.4	3.4	48.9	73.4	77	N/A	N/A
Female	122	99.2	49.1	45.4	5.6	64.8	77.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	88.1	87.2	I/S	I/S
African American	204	100	54.6	40.5	4.9	57.3	66	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	79.5	I/S	I/S
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	18.8	34.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	99.5	54	41.3	4.8	58.2	66.4	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	142	99.3	55.6	41.1	3.2	44.4	63.3	67.5
Gender								
Male	62	100	56.6	37.7	5.7	43.4	63.6	67
Female	80	98.8	54.9	43.7	1.4	45.1	62.9	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	83.8	79.5
African American	133	100	55.8	40.8	3.3	44.2	49.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	24	100	71.4	23.8	4.8	28.6	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69	59.6
Socio-Economic Status								
Subsided meals	137	99.3	56.7	40	3.3	43.3	51.7	55.1

Social Studies								
All Students	137	99.3	58.5	39	2.5	41.5	69.8	72.3
Gender								
Male	64	100	55.6	42.6	1.9	44.4	69.7	71.5
Female	73	98.6	60.9	35.9	3.1	39.1	69.9	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	86	80.7
African American	122	100	57.8	39.4	2.8	42.2	58.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	72.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	15	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	131	99.2	59.3	38.1	2.7	40.7	59.4	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	221	98.2	57.9	32.3	9.7	42.1	66.7	70.2	95	95.6
Gender										
Male	100	99	68.5	22.5	9	31.5	60.5	63.2	94.3	95.4
Female	121	97.5	49.1	40.6	10.4	50.9	73.2	77.5	95.7	95.7
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	82.2	79.1	93.4	95.5
African American	206	98.5	58.7	31.5	9.8	41.3	55.5	57.6	95.2	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.9	86.2	89.6	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	62.6	92	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.3	94.7
Disability Status										
Disabled	33	97	N/AV	N/AV	N/AV	14.3	20.9	26.1	94.5	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73	61.2	91.1	95.9
Socio-Economic Status										
Subsidized meals	214	98.1	58.5	31.9	9.6	41.5	55.7	58.9	95	95

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	54	100	58	30	12	42
	4	57	98.3	45.7	41.3	13	54.3
	5	55	100	44.9	53.1	2	55.1
	6	56	100	49	47.1	3.9	51
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	54	100	62	32	6	38
	4	57	98.3	37	54.3	8.7	63
	5	55	100	N/AV	N/AV	N/AV	36.7
	6	56	100	52.9	43.1	3.9	47.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	28	100	N/AV	N/AV	N/AV	29.6
	4	57	98.3	37	58.7	4.3	63
	5	29	100	77.8	18.5	3.7	22.2
	6	28	100	50	45.8	4.2	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	26	100	65.2	30.4	4.3	34.8
	4	57	98.3	60.9	34.8	4.3	39.1
	5	26	100	N/AV	N/AV	N/AV	36.4
	6	28	100	N/AV	N/AV	N/AV	55.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	55	98.2	62	24	14	38
	4	57	96.5	63	34.8	2.2	37
	5	53	100	53.1	30.6	16.3	46.9
	6	56	98.2	54	40	6	46
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample